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ABSTRACT

This study was commissioned to identify specific characteristics typical of successful teachers and schools in the greater Dayton area Catholic elementary and secondary schools. It also sought to determine the attitudes and behaviors of teachers who used those characteristics most. Also of interest was the appropriate recognition and/or rewards that would motivate quality teachers to continue teaching in the Dayton area Catholic schools. A survey, developed by focus group meetings of elementary and secondary teachers and principals, and administered to 239 teachers and 34 principals as part of a larger survey of students and parents, included 5 major questions: (1) What competencies are needed by effective teachers in Catholic schools? (2) What are the personal characteristics of the most effective teachers? (3) How should effective teachers be expected to model service in a Catholic school and outside the school community? (4) How do effective teachers integrate religious beliefs/values in secular subjects? and (5) What kind of climate/environment do effective teachers create in their classrooms? A summary is presented of the survey findings. (JD)

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A STUDY OF SUCCESSFUL TEACHER CHARACTERISTICS IN THE DAYTON AREA CATHOLIC SCHOOLS

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We thank you!

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Introduction

On October 28, 1965, the Second Vatican Council promulgated the Declaration on Christian Education **Gravissimum educationis.** The document describes the distinguishing characteristic of a Catholic school in this way: "The Catholic school pursues cultural goals and the natural development of youth to the same degree as any other school. What makes the Catholic school distinctive is its attempt to generate a community climate in the school that is permeated by the Gospel spirit of freedom and love. It tries to guide the adolescents in such away that personality development goes hand in hand with the development of the "new creature" that each one has become through baptism. It tries to relate all of human culture to the good news of salvation so that the light of faith will illumine everything that the students will gradually come to learn about the world, about life, and about the human person".[1]

The Council, therefore, declared that what makes the Catholic school distinctive is its religious dimension, and that this is to be found in a) the educational climate, b) the personal development of each students, c) the relationship established between culture and the Gospel, d) the illumination of all knowledge with the light of faith.

The teacher more than any other person in a Catholic school determines the degree to which the climate in the school is

[1]"The Religious Dimension of Education in a Catholic School," Published by United States Catholic Conference

permeated by the spirit of freedom and love. Therefore, if Catholic schools are to achieve the goals that have been established for them by the Catholic Church, they need competent teachers. Teachers who:

-can create the proper educational climate

-care deeply about their students

-can establish a relationship between culture and the Gospel, and

-illuminate all knowledge with the light of faith

Therefore, this study was commissioned (1) to identify specific characteristics typical of successful teachers and schools in the greater Dayton area Catholic elementary and secondary schools; (2) to determine the attitudes and behaviors of teachers who used those characteristics most; and (3) to determine appropriate recognition and/or rewards that would motivate quality teachers to continue teaching in the Dayton area Catholic schools.

Methodolgy

The major task of this study was to collect information from teachers and principals about the characteristics of successful Catholic schools and the characteristics of successful teachers. In addition, information was collected about the types of recognition and/or reward that teachers would appreciate and which would help to make it possible for them to continue to teach in Catholic schools.

This information was collected by holding focus group meetings with the elementary and secondary teachers, with elementary school principals, and with high school principals. Surveys were developed and given to the 239 teachers and 34 principals. Questions were formulated for students and parents. These questions were given as a part of another survey to 1,530 students and 1,425 parents.

The information gained from the focus groups and surveys was compiled and analyzed resulting in a summary and conclusion for all of the findings. The understanding derived from all of this information should become the basis for making wise decisions about quality Catholic education and about what might be done to retain quality teachers longer in Catholic schools.

Phase I

The Focus Groups

Phase one of the study was initiated with small group discussions focusing on the characteristics of successful teachers in the Dayton area Catholic schools. These discussion groups yielded the focus of both teachers and principals. In this report, these discussion groups are referred to as focus groups. This study reports the responses from three sets of focus groups, namely,

-elementary and secondary teachers

-elementary principals

-high school principals

Focus Groups - Elementary and Secondary Teachers

In phase one, five major questions were given to each focus group for the purpose of identifying key characteristics of effective teachers in Catholic schools. The questions and responses from the teachers' focus groups are as follows:

Question #1

What competencies do you believe are needed by effective teachers in Catholic Schools?

% Choosing	Responses
100%	Competence in subject matter; excellence in teaching; updated in subject matter
70%	Role model for Christian values and morals
63%	Well organized and planned
63%	Effective communication skills
60%	Love children, understand their individual differences; respect for them
50%	High academic qualifications
50%	Ability to relate well to children and to be flexible in the classroom
48%	Appropriate discipline for an effective working atmosphere
45%	Use appropriate teaching methods and techniques
43%	Effectively cooperate and communicate with others - parents, faculty, administrators
43%	Enthusiasm for life, learning, and teaching
38%	Deep personal faith in God; a practicing and committed Christian
38%	Knowledge of Catholic faith; training and certification in religious education; constant updating in this content
38%	Knowledge and understanding of the growth and development of children

% Choosing	Responses
33%	Compassionate and understanding; exhibits an accepting and caring attitude

The foregoing list of fifteen items reports a rank order of the significant responses from the teachers' focus groups.

Competence in subject matter was selected by 100% of the teachers as being most important. The teachers also identified competence in the area of religious education as very important. They cited both the knowledge of religion and the application of it in the form of a role model or witness. In addition, the teachers cited other modes of competence such as organization and planning, academic qualifications, appropriate teaching methods and techniques, and knowledge of the psychology of child growth and development (Items #3, 6, 8 and 4).

Besides the category of competence, the teachers identified classroom management as an important characteristic of effective teaching (Item #7). When the teachers selected modes of competence in the classroom as characteristics of effective teachers, they aligned their choices with the findings of current research on effective schools. Specifically, the research cites three categories of successful teacher behaviors. These categories are planning, management and instruction and they concur with the teachers' choices in Items #3, 7, and 8. It is indeed significant that the teachers' choices reflect what is reported in the current research on effective schools. Moreover, the research states that teachers are likely to be considered as more effective when

they plan, manage, and instruct in ways that facilitate student involvement or learning time; when they cover appropriate content; and when students achieve success. Careful reading and reflection on the list of choices made by the teachers reveals that they are in step with the current research.

A third category of choices made by the teachers deals with human relations skills. The choices in this category note communication skills, loving, understanding, accepting, respecting and relating to children (Items #4, 5, 9 and 15). Once again, the teachers' choices link up with important findings in the current research on effective schools. The teachers' believe that their behaviors can affect student attitude in ways that will lead to improved student learning.

The final category on the teachers' list of characteristics of effective teaching could be termed "personal charism". Enthusiasm, love of life and learning, showing compassion, understanding, acceptance and caring are noted as important personal characteristics of the effective Catholic school teachers (Items #10 and 13).

When reading the list of characteristics noted by the teachers as describing effective teachers, one can easily discover the strong desire of the teachers to be competent professionals concerned with the whole child. This notion surfaces again when the study reports that the teachers choose forms of reward that empower them with greater competence

when teaching the whole child.

Question #2

What are the personal characteristics of the most effective teacher?

% Choosing	Responses
86%	Caring, loving with children and others, enjoy working with children
85%	Enthusiastic, creative, dedicated, generous
73%	Patient, compassionate, empathetic
56%	Understanding, honest with self and others
55%	Flexible, adaptable
55%	Just and fair, consistently even tempered, and listens
50%	Sense of humor
45%	Positive, optimistic, cheerful, joyful, happy, warm and personable
43%	Organized, have organizational skills, clarity of purpose, goal oriented, sense of perspective, accountable, responsible, decisive, objective

The teachers have numerous and varying responses to this question. In reading the clusters of responses, one can readily observe the high level of commitment on the part of the teachers to providing a viable education to students in the Catholic school (Item #1). The teachers also demonstrate an awareness that the Catholic school needs an operative educational philosophy which is attentive to the needs of today's youth and is illumined by the Gospel message which reflects a priority for attentiveness to the students as persons (Items #1, 2 and 3). Such an attitude nurtures a climate

of trust and openness that helps to create a sense of community. This kind of community school climate has the potential for reproducing the warm and intimate atmosphere of family life. The teachers' high ranking of items #1, 2 and 3 also indicate their sincere desire to teach as Jesus did. Further teachers understand that the Catholic school environment should be permeated with the Gospel spirit of love and freedom. They believe in making the living presence of Jesus the Master Teacher viable in the journey through life (Items #4 - 8). The teachers' designation of organizational skills as personal characteristics of effective teachers reflects their understanding of the role of the Catholic school within the mission of the Church. They recognize that the Catholic school guides individuals to human and Christian perfection while helping them mature in their faith. The teachers are dedicated to serving in the Catholic school because they believe they are serving the Lord as well as growing in Him. They believe their prayer, work and love in the school community expresses their visibility in the life of the Church (Item #9).

The choice of organizational skills as one of their responses (Item #9) to question #2 as a primary characteristic of effective teachers is reinforced by their response (Item #3) to question #1. There is no doubt that the teachers in Catholic schools have a strong desire to make a difference.

Question #3

How do you expect effective teachers to model service in a Catholic school and outside the school community?

% Choosing	Response-regarding services in the School
95%	Plan and support service projects with the students
58%	Participate in various school activities
50%	Give faith witness as a Christian
30%	Respond to and work with parents
30%	Accept responsibility to help as needed and to do more than is expected

The preceding list reports the categories of service identified by the teachers in their focus groups. The concept of service programs for others can be traced back to the time of Jesus. At the Last Supper, He washed the feet of the apostles and said, "I have set you an example that you should do as I have done for you." (John 13:15) After the resurrection, Jesus told His disciples to "Feed my lambs...Feed my sheep." (John 21:15 & 17). Service was proposed in the time of Jesus as a distinctive part of the Christian life.

When the teachers discussed this question (#3), they gave a variety of responses that could best be tabulated by categorizing the information into the five categories given above. In order to provide an expanded understanding of these categories, a listing of the most significant items in each category as determined in the focus groups follows:

Category #1

Plan and support service projects with the students:

-Visit nursing homes

-Provide gifts for patients in the hospital

-Organize food drives for the needy for holidays as well as other days

-Design and send greeting cards to shut-ins both in and out of the parish

-Write letters to patients in nursing homes

-Volunteer help in soup kitchens that feed the needy

Category #2

Participate in various school activities

-Tutoring

-PTO/PTA Meetings

-Social activities such as school dances and skating parties

-Sports, e.g. coaching athletics

-Various academic fairs/contests

-School newspaper

-Field trips

-Religious devotions such as May crowning

-School play and seasonal programs

-Mission programs/projects

-Scout programs and activities

Category #3

Give faith witness of a Christian

-Show reverence during community worship

-Classroom praying - formal and spontaneous

-Inspire students to roles of ministry and service

-Plan and participate in liturgies and prayer services

-Serve as Eucharistic minister in children's liturgies

-Discipline with love; love the child but reject his/her misdeed

-Married teachers nurture an exemplary family life

-Good relations with other teachers

-Practice what one teachers

Category #4

Respond to and work with parents

-Keep open communications with parents regarding the progress and/or need of their child/children

-Listen carefully to parents' suggestions

-Support and assist parents in dealing with various problems affecting their children

-Be available to parents

Category #5

Accept responsibility to help as needed and to be willing to do more than is expected

-Model the helping actions of Jesus

-Be a doer of the Word

-Have a helping attitude

-Live out the beatitudes

-Practice the corporal and spiritual works of mercy

The American bishops pastoral TO TEACH AS JESUS DID (1972) identified three characteristics of quality Catholic education:

-message

-community

-service

In the Catholic school, students receive the Gospel message and have the opportunity of building community with one another. This shared life spurs the students to serve each other. The bishops have stated that "The experience of Christian community leads naturally to service"... Recalling an old proverb, "Repetition is the mother of learning," can lead us to say that students who take part in service activities regularly develop the habit of service to others. Thus, we can also say that teachers who participate regularly in service activities develop the habit of service to others. The categories of service which the teachers have identified and the examples provided in each category clearly demonstrate the teachers' awareness of the many different ways of giving service. Their choices also indicate that the services they render bear witness to their continual living out of their baptismal commitment.

% Choosing	Responses-Regarding Service Outside the School Community
90%	Parish ministries
50%	Visibly active in parish life
45%	Devoted to building a good family life
40%	Global awareness
35%	Community action

In their focus groups, the teachers shared a variety of service experiences under the categories listed above. Following is a listing of the most significant experiences in each category.

Category #1

Parish ministries

-serve as a lector

-serve as Eucharistic minister

-assist in Pre Cana Workshops

Category #2

Visibly active in parish life

-Participation in parish functions

-Attending parish festivals, picnics, holiday fair, etc.

-Membership in parish choir

-CCD teaching

-Organizing a clothing drive

-Collecting food baskets for the needy

-Assisting with bingo

-Serving on parish council, or other parish committees

-Serving on committee(s) of St. Vincent de Paul Society

Category #3

Devoted to building a good family life

-nuture good relationships among families

-plan and carry out family activities

-participate as a family in activities in which one family member is engaged , e.g. sports, band

Category #4

Global awareness

-write letters for amnesty

-participate in mission projects

Category #5

Community Action

-take on leadership responsibilities in civic matters

-serve on - Council of Churches (FISH)

-support United Way, offer volunteer assistance

-volunteer help at St. Vincent Hotel

-volunteer at Womanline

-participate in programs that fund research for various diseases

-participate in pro-life activities

In his lifetime Jesus challenged His followers to demonstrate an active love for their neighbors. Today there is a great need for people to openly manifest their concern for the welfare of others. Catholic school teachers are able to help bring about the redemption of the world by the witness of service they practice in their lives.

The categories of service outside the school community and the examples for each which the teachers identified in their focus group show they have a clear understanding and conviction regarding the bishops statement - TO TEACH AS JESUS DID. In the pastoral, the bishops stated"...The Church is a servant community in which those who hunger are

to be filled; the ignorant are to be taught; the homeless to receive shelter; the sick cared for; the distressed consoled; the oppressed set free - all so that people may more fully realize their human potential and more readily enjoy life with God now and eternally". The examples of service which the teachers have listed clearly demonstrate their conviction of and commitment to the Church as a servant community.

Question #4

How do effective teachers integrate religious beliefs/values in secular subjects?

% Choosing	Responses
43%	Act as a role model of Christian values
40%	Refer to Christian values/beliefs in Social Studies
38%	Refer to Christian values/beliefs in Science
33%	Refer to Christian values/beliefs in the matter of social problems
25%	Refer to Christian values/beliefs in Literature and Reading
25%	Follow Christian values in disciplining students
15%	Refer to Christian values/beliefs in Music
5%	Refer to Christian values/beliefs in Physical Education

In the discussion regarding this question, the teachers' focus groups noted the categories listed above. They enumerated many examples from the real world which could be used to challenge students to understand the role of Christian

values and ways in which to apply them. The most significant examples identified by the teachers are reported in the following lists.

Act as a role model of Christian values

- Act in a loving manner as Jesus did
- Be patient with self and others
- Treat others with respect
- Be positive
- Approach problems with a Christian viewpoint
- Have a concern for the whole person
- Be willing to help others
- Practice the spiritual and corporal works of Mary

Christian values/beliefs in social studies

- Demonstrate man's mistakes in forming governments
- Discuss social justice issues
- Discuss the values of different cultures
- Give students a sense of a "world view"
- Present great American Catholics and their role in U.S. history
- Discuss religious history
- Discuss the need for respect for others
- Clarify the privileges of citizenship

Christian values/beliefs in science

- Discuss the issue of ecology
- Stimulate responsibility to be caretakers of the earth; responsible stewardship
- Explore the aspects of conservation

Demonstrate the wonder of God's creation

Examine the pollution problem and the implications for the present and future

Discuss the current waste of resources and the attending implications

Explore recycling possibilities

Develop an awareness of the value of all kinds of life

Instill a deep respect for human life

Christian values/beliefs regarding social problems

Discuss the moral values and responsibility for personal health regarding drugs and alcohol

Discuss the plight of the street people and the homeless of today regarding moral values and responsibilities as Christians

Christian values/beliefs in literature and reading

Discuss the morals in different stories e.g., Dickens, Oliver Twist

Cite examples of courage in the lives of biblical characters

Explore the history of the Catholic church in literature e.g., Henry VIII

Use open ended questions and discussion to study story characters regarding Christian values

Christian values/beliefs in disciplining

Demonstrate a love for the child, but a rejection of the misdeed

Speak kindly and courteously

Relate to morals when fights and disagreements occur

Build self esteem

Focus on the positive aspects in children's behavior

Model respect for the students and direct them to

respect and tolerate others with kindness

Christian values/beliefs in music

Develop appreciation for traditional music and hymns

Introduce faith themes of songs

Explain the history of music in the Church

Discuss the faith of music composers

Christian values/beliefs in physical education

Working together with consideration of each other

Being a good loser

In the discussions in all of the focus groups, every teacher noted the importance of using teachable moments to capture the opportunity for discussing and integrating Christian values. Such an approach mirrors what Catholic education proclaims, i.e. the integration of values in all areas of the curriculum. The teachers' responses in the focus groups indicate their serious efforts to accomplish this. This approach of integrating values in the curriculum over the elementary and/or secondary years of Catholic education helps to form student who are committed to Gospel values.

It is also important to note, at this point, that when teachers were asked what rewards were important to them, their first choices were for opportunities to improve their teaching for the good of Catholic education.

Question #5

What kind of climate/environment do the effective teachers create in their classrooms?

When the teachers' focus groups discussed this question, their remarks demonstrated on understanding of the different components in the school which interact to create favorable conditions for a formation process. The following list of descriptors was presented by the teachers to define the kind of climate/environment effective teachers create in their classrooms.

% Choosing	Responses
60%	Accepting and warm atmosphere, loving and caring
38%	Mutual respect, respect for each individual along with self respect
33%	Exciting, stimulating, encouraging, motivating and affirming atmosphere
30%	Opportunities for discovery
30%	Organized, order, a basic structure, and a sense of purpose
25%	Positive attitude and self image
23%	Self-discipline, discipline with a concern for the good of all
20%	Atmosphere of trust and loyalty
18%	Creative, innovative
18%	Openness
15%	Freedom, freedom with responsibility
13%	Enhances learning
13%	No students feel afraid to make a mistake
13%	Safe, secure environment

The teachers ideas are aligned with concepts in different documents of the Church regarding Catholic education. The Council noted that the Catholic school should be permeated with the Gospel spirit of love and freedom (Items #4 & 11). The document from the Congregation for Catholic Education (Rome 1988) stated that in a Catholic school the climate should be such that everyone should be aware of the living presence of Jesus; the genuine "Teacher", the perfect man in whom all human values find their fullest perfection (Items #1, 2, 3, 5 through 10). The document also notes that the Gospel spirit should be evident in a Christian way of thought and life which permeates all facets of the educational climate. The descriptors provided by the teachers indicate their perception of the climate/environment in effective teachers' classrooms agrees with the expectations set down in the document by the Congregation for Catholic Education.

Focus Groups

Elementary Principals

Question #1

What competencies do you believe are needed by effective teachers in Catholic schools?

% Choosing	Responses
89%	Knowledge of material/content/subject area; prepared and organized
53%	Appropriate qualifications
47%	Good communication skills, sense of humor
38%	Flexibility
32%	Able to identify and meet individual needs
32%	Understanding of child development
32%	Understanding of how children learn
32%	Ability to deal with people - human relations skills
32%	Caring attitude
32%	Genuine interest in each individual, love of children
21%	Belief in Catholic schools
21%	Live the faith and share it; faith filled persons
15%	Positive discipline
15%	Sense of community

Of the thirty-four elementary principals who were asked to identify the competencies of effective teachers, an average of 71% of them noted two particular competencies as most important.

These competencies were:

-knowledge of subject matter, preparedness, organized

-appropriate qualifications

Almost half of the elementary principals cited good communication skills and a sense of humor as next in importance. Nearly two-fifths noted flexibility as the next important competency. From the standpoint of administration, the elementary principals most likely perceive the foregoing competencies as related to planning, a key characteristic of teacher behavior described in the research on effective schools.

Approximately, one-third of the elementary principals listed five competencies of effective teachers that relate directly to the children and one which focuses on dealing with other people. The competencies which relate to the children are as follows:

-the ability to identify and meet individual needs

-an understanding of child development

-an understanding of how children learn

-a caring attitude

-a genuine interest in each individual child, and a love of children

These competencies are directly associated with the instruction and management aspects cited in the behavior of teachers as described in the research on effective schools. The research also notes that teacher behavior directly affects student achievement. The implication for principals is that a positive supervisory process will improve professional practice and competence. Such supervision will improve not only the teachers' achievement, but also the students' achievement.

Slightly more than one-fifth of the principals identified two competencies that deal with the character of the Catholic school. The competencies are as follows:

-a belief in Catholic schools

-live and share one's faith visibly

A little less than one-fifth of the principals listed positive discipline as a competency for effective teachers. It is interesting that only a small number of principals listed positive discipline as an importrantcompetency. Generally, it could have been is curious assumed that more administrators would have identified positive discipline as being more important than thirteenth in the list of fiftheenth competencies.

Finally, a little less than one-fifth of the principals selected a sense of community as a competency for effective teachers. Although the number of principals who selected a sense of community as a competency for effective teaching was not large, it is encouraging that some principals did discuss it. This selection is encouraging because the 1988 document by the Congregation for Catholic Education states that lay people who direct Catholic schools should be especially concerned with the creation of a community climate permeated by the Gospel spirit of freedom and love and should witness this in their own lives. This is also encouraging because most of the principals are lay people.

Some of the percentages of choices may seem low, but that is due to the fact that different principals gave a variety of responses related to their particular situations.

Question #2

What are the personal characteristics of your most effective teachers?

% Choosing	Responses
47%	Service, sense of responsibility, commitment, generosity of time and energy, go beyond duty
41%	Good self-image, self-concept based on Christian values, self-confidence
41%	Willingness to learn, thirst for professional growth and knowledge
41%	Sense of humor
41%	Creative, try new ideas, innovation
32%	Positive attitude, enthusiastic, love what one is doing
32%	Set goals for one's self, prepared, organized
29%	Constant concern for what is best for the students, love of children, concern for individual self-esteem and self worth
29%	Communicates well with others
26%	Dedicated to Catholic education
26%	Good classroom management, pleasant voice, peaceful atmosphere
24%	Openness, honesty, integrity
21%	Sensitive and compassionate to individual needs
18%	Well developed spiritual life

Nearly half of the elementary principals selected service, sense of responsibility, commitment, generosity of time and

energy, and going beyond the call of duty as the primary area of competence for effective teachers. It is significant that the principals selected service as their first choice of a personal characteristic of effective teachers. This is important because service is one of the three characteristics of quality Catholic education outlined by the American Catholic bishops in their pastoral, "TO TEACH AS JESUS DID (1972). In addition, Jesus identified service as a distinguishing part of Christian life when He gave the example of service at the Last Supper as well as when He told Peter, "Feed my lambs...Feed my sheep." (John 21:15 & 17)

Two-fifths of the elementary principals identified four (4) noteworthy personal characteristics as next in importance. These characteristics are as follows:

-Good self image
-Desire to learn and grow professionally
-Sense of humor
-Creative/innovative

Having a good self-image is crucial because a teacher with a positive self concept projects confidence and demonstrates a manner of being at ease with others. The example of this attitude helps students to feel good about themselves and leads them to appreciate their own gifts/talents. This allows them to participate more freely in the fullness of the Christian life.

When the principals selected the desire to learn and grow professionally as their third choice on the list of personal

characteristics of effective teachers, they reinforced the first priority that they listed for question #1. That first priority of competency in knowing one's subject matter relates well to a teacher's desire to learn and grow professionally. The teacher who is eager to learn searches for information about his/her subject matter as well as ways to improve the delivery of instruction. This drive to learn improves the teacher's performance and makes learning more interesting for the student.

The dimensions of humor and creativity or innovation stimulate learning. Such stimulation generates the experience of fun and excitement while learning. The reality is that such an experience involves the teacher and the students on both cognitive (intellectual) and affective (feeling) levels, thus engaging the whole learner.

Almost one-third of the principals identified two personal characteristics that are related to humor and professional growth. They are as follows:

-positive attitude, enthusiasm
-setting goals for one's self, prepared

Positive minded and enthusiastic individuals are light hearted, happy and open to humor. Teachers who desire to learn and grow professionally are goal-oriented persons who are always prepared and perform effectively.

A little less than one-third of the elementary principals identified personal characteristics that deal with relating to others, namely the following:

-constant concern for what is best for the students, love of children, concern for individual self-esteem

-good communication skills

These characteristics are very important for a teacher in working successfully with students. The characteristics noted indicate clearly the importance of relating to the whole student not just the intellectual aspect.

Around one-fourth of the principals noted three personal characteristics of vital importance for effective teaching in Catholic schools, namely the following:

-dedication to Catholic education

-good classroom management

-openness, honesty, integrity

Dedication implies commitment to the mission of Catholic education. Good classroom management is related to the mutual respect that exists in a values oriented atmosphere. Openness, honesty, and integrity signify the sincerity of the individuals involved, namely the teachers. All of the characteristics noted above are important in Catholic education because they aid in the accomplishment of the three characteristics of Catholic education identified in the American bishops pastoral, To Teach As Jesus Did. The characteristics noted are message, community and service.

About one-fifth of the elementary principals selected two more personal characteristics generally found in Catholic schools, namely the following:

-sensitivity and compassion

-well developed spiritual life

Both of these characteristics are very important in developing a Christian community in the Catholic school.

Overall, the choices of the elementary principals reflect their commitment to the mission of Catholic education. They also revel their attention to the bishops pastoral, To Teach As Jesus Did.

Question #3

How do you expect effective teachers to model service in your school and outside the school community?

% Choosing	Responses to question #3 regarding service in the school
53%	Be an example of Christian living
38%	Be available after hours
35%	Respond to the needs of students and school personnel
25%	Demonstrate leadership in projects and/or activities, e.g.

-adopting a needy family

-active in mission club, mission contributions

-adopt a senior citizen

-Head Start party

-pray for others

Communication with others, e.g.

-send greeting cards

-send notes of encouragement

-send thank you notes

Be involved in planning and participating in liturgies

Take part in public events planned for Catholic Schools Week

Continue self development and professional development

Value family life; work with parents

As a parishioner, teach in the parish school

When the principals were asked to discuss this question, they offered a wide variety of responses. Therefore, in collating the data some categories were formed to show the percentage of responses and some items were listed to reflect the ideas of the principals.

More than half of the elementary principals expressed that the most important service the teachers could render in the Catholic school was that of being an example of true Christian living. In other words, they expected the teachers to proclaim the Gospel message by the way they lived as Christians as well as by the kind of Christian community they nurtured in their classrooms and contributed toward in the larger school community. The principals believe such an example will inspire students to Christian service inside and outside the school community. The response of the principals clearly demonstrates their commitment to the mission of Catholic education and the American Bishops' Pastoral, To Teach As Jesus Did.

Nearly two-fifths of the principals expressed the expectation that the second priority of service which they had was that of teachers being available after hours. They believed that teachers should remain awhile after the dismissal bell. This kind of availability makes it possible for students, parents, or other teachers to interact on matters that cannot be handled during the school day. Such interaction becomes an experience of Christian community beyond the classroom.

Over one-third of the principals identified a third priority of service in the school as responding to the needs of students and school personnel. This choice reflects the principals' belief in the great commandment, "Love your neighbor as yourself." Again, this is an important characteristic of Catholic education and Christian community.

One-fourth of the principals noted a fourth priority as demonstrating leadership in projects and/or activities, e.g.

-adopting a needy family
-active in the mission club(s), mission contributions
-adopt a senior citizen
-Head Start party
-pray for others

The principals believe that leadership in executing service activities will inspire students to Christian service in and out of school both during the school days and also in their later life.

Other significant examples of service in the school expected by the principals are as follows:

-Communication with others by such means as sending greeting cards, notes of encouragement, and thank you notes

-Involvement in planning and participating in liturgies

-Participation in the events of Catholic Schools Week

-Continued self-development and professional development

-Value family life and cooperate with parents

-Teach in the parish school

The communication aspect implies caring for others. The involvement in liturgy and participation in Catholic Schools Week represent the experience of Christian community. Self-development, professional development, working with the families of students, and teaching in one's parish school are examples of contributing to the school community and the parish community. All of the examples noted clearly portray a commitment to the values characterizing Catholic education.

% Choosing	Responses to question #3 - regarding service outside the school community
63%	Be an example of Christian living - respond to needs of "neighbor"
48%	Be available after hours
30%	Speak loyally of the school at all times and in all places
30%	Visible and active in parish functions and programs
	Eucharistic minister, lector
	Visit parish shut ins

PTO Breakfast Event

Volunteer work with St. Vincent de Paul

Volunteer work at St. Vincent Hotel for the homeless

Share talents and expertise in the community

Close to two-thirds of the principals identified setting an example of Christian living as a top priority of service outside the school community, especially in terms of responding to the needs of "neighbor". Almost half of the principals noted availability after hours as their second priority of service outside the school. A little less than one-third of the principals selected as a third priority, the matter of speaking loyally of the school at all times and in all places. Over one-fourth of the elementary principals noted as a fourth priority of service, the matter of visibility and active participation in parish functions and programs. All four choices of service expected outside the school community represent active participation in the Christian community. The two choices are the same as the service expected of the teachers in school. It is interesting to note the importance that the principals place on teachers setting an example of Christian living, availability, and maintaining a positive attitude toward the school.

Once again, as in the case of the teachers in the school, the principals expect service outside the school to be characterized as active participation in the Christian community. The principals choices are encouraging because they are in keeping

with Rome's expectations of lay directors of Catholic schools. The 1988 document from the Congregation for Catholic Education states the following: "When lay people do establish schools, they should be especially concerned with the creation of a community climate permeated by the Gospel spirit of freedom and love, and they should witness to this in their own lives."

Question #4

How do effective teachers integrate religious beliefs/ values in secular subjects?

% Choosing	Responses
38%	Use NCEA's Vision and Values Program
38%	Model cooperation and acceptance of individuals
29%	Model Christian behavior in general
29%	Exemplify fairness and justice in terms of discipline and school policies
26%	Setting an example of living Christian values
24%	Apply Christian values in teaching content subjects and in relating to students, e.g. Christian Social Principles in Social Studies
24%	Take advantage of teachable moments to incorporate values
12%	Keep current on issues which involve Christian values, e.g. pro-life, aids, apartheid

Almost two-fifths of the principals referred to the use of NCEA's Vision and Values Program which focuses on:

-building the vision specifically for each Catholic school

-integrating eight (8) specific Gospel values into the curriculum

The Gospel values in NCEA's Program are as follows: faith, hope, love, justice, reconcilation, courage, community and service. Principals indicated that they value NCEA's Vision and Values Pprogram which focuses on integrating in the curriculum one of the Gospel values each year in order to fulfill the school's vision.

Nearly two-fifths of the principals identified cooperation and acceptance of individuals as an important value for effective teachers to model. This expectation of the principals is in keeping with Rome's 1988 document on Catholic education. which notes that the Catholic school is attentive to the specific needs of each student. The principals' expectation regarding this value indicates their awareness that a Catholic school is not only a place for lessons but also maintains an educational philosophy attentive to the needs of today's students and is permeated by the Gospel message.

A little less than one-third of the principals cited the value of modeling Christian behavior and exemplifying fairness and justice in matters of discipline and school policies. Once again, the principals' responses were in agreement with Rome's 1988 document on Catholic education. This document expressed the responsibility of the teachers to create a climate of Christian values in behavior, friendliness, that allows for harmonious interpersonal relationships.

About one-fourth of the principals indicated they expected effective teachers to exemplify the Christian values,

to apply Christian values in content subjects, and to take advantage of teachable moments to integrate values in the curriculum. Once more the principals' expectations of effective teachers were aligned with Rome's 1988 document of Catholic education. It noted that intellectual development and growth as a Christian go hand in hand. The document acknowledged that as students mature the Catholic school helps them realize the relationship that exists between faith and human culture.

Question #5

What kind of climate/environment do your effective teachers create in the classroom?

% Choosing	Responses
38%	Warm, accepting, caring, loving, friendly
32%	Positive, cooperative, supportive
26%	Sense of security - children are not afraid to make mistakes or to ask for help
26%	Mutual respect with others and respect for materials
24%	Mutual expectations prevail: students and teachers anticipate each other's needs
24%	Creative, innovative, challenging, interesting
18%	Consistent, prepared, and organized
18%	Develops and nurtures self-discipline
15%	Stimulating learning environment
15%	Students feel free to ask questions without fear of rejection

Rome's 1988 document by the Congregation for Catholic Education described the climate of a school as consisting of many different components interacting in the school to create favorable conditions for a formation process. The elements specified as developing the school climate were persons, space, time, relationships, teaching, study, and various other activities. When the principals were asked about the climate created by effective teachers, they described these teachers as warm, accepting, caring, loving, friendly, positive, cooperative and supportive. They identified space in an effective classroom as secure and free and reflecting self-discipline. Relationships were described as being characterized by mutual respect and mutual expectations. Effective teaching was identified as creative, innovative, challenging, interesting and consistent with teachers who were prepared and organized. Study was cited as a stimulating learning environment which allowed questions to be asked freely. The climate which characterized effective teaching reflects an environment permeated with the Gospel spirit of love and freedom.

Focus Group - High School Principals

Question #1

What competencies do you believe are needed by effective teachers in Catholic schools?

Responses

-Compassion and sensitivity to student needs

-Good communication skills

-An awareness of the elements of effective teaching and the ability to implement such teaching

-Flexibility in dealing with students

-Sense of humor

-Ability to lead students to achieve and success

-Integrity and patience

-Affirm the administration and uphold the values of the school

-Show enthusiasm for one's subject area

-Ability to speak and understand students' language

-Professionally responsible and committed

-Ability to adapt to learning styles of students

-Actualize one's own potential and recognize one's limitations

-Know one's subject matter and prepare well

-Attentive to the uniqueness of individuals

-High expectations of students

-Recognize and accept the human condition

-Personal pride

-Value centered

All of the high school principals participated fully in the discussion. They were very thorough in identifying competencies for effective teachers and for the most part they were in agreement with all the ideas' submitted.

The Congregation for Catholic Education (Rome 1988) noted that the prime responsibility of the teachers was to create a unique Christian school climate. This climate is be expressed through the celebration of Christian values in word through the sacraments, in individual behavior, and in friendly and harmonious interpersonal relationships. A careful reading of the high school principals' list of suggested competencies revealed their desire for teachers who were are committed to creating a Christian school climate where the students learn not only secular subjects but also the Christian way of life.

Question #2

What are the personal characteristics of your most effective teacher?

Responses

-Enthusiasm

-Love of students

-Ability to guide students to achieve and succeed

-Honesty with students

-Good listener

-Interest in one's subject matter and in helping students learn

-Ability to relate one's discipline to the real world

-Respect for the opinions of students

-Enables students to become responsible

-Has the ability to share their spirituality with students

-Models responsibility

-Ability to gain students' respect

-Values centered in interpreting the world

-Models the values of the school

-Gives witness to the mission statement of the school

-Understanding and compassionate

-Challenges students to go beyond what is required

-Has a vision for the future

All of the high school principals worked together to develop the list of personal characteristics of their most effective teacher. The list suggested that their vision of the effective Catholic school included teachers who were committed to creating an environment permeated with the Gospel spirit of love and freedom. They indicated that effective teachers gave witness to the Gospel spirit in such a way that a Christian way of thought and life permeated all facets of the educational climate.

Question #3

How do you expect effective teachers to model service in your school and outside the school community?

Responses - Service in the School

-Availability to help students before and after school

-Be a role model of faith

-Share one's spirituality

-Be willing to work beyond the expected norm

Responses - Service outside the school

-Participate in community projects, e.g. assisting the homeless

-Volunteer assistance in the soup kitchen for the poor and homeless

-Fulfills their responsibility to their families

While the high school principals did not submit a long list of service activities, they strongly supported apostolic service programs. They believed that apostolic service programs help students acquire the Gospel values of justice to others, love of neighbor, and service to the world. The high school principals considered it important for effective teachers to be role models of service and to inspire their students to become involved in apostolic service activities.

Question #4

How do your effective teachers integrate religious beliefs/ values?

Responses

-Begin class with a prayer, a reading from Scripture, a reflection or meditation on a poem or appropricate passage from some author

-Religion teachers communicate with other teachers about the religious aspects of what they are teaching. Such communication allows teachers to apply religious beliefs/values to their subject matter

-Deal with ethical and moral questions concerning human life in genetics

-Discuss various themes in literature relating to values and beliefs relating to life

-Deal with the Christian values involved in the:

- Effects of pollution - whose responsibilities
- Consequences of toxic wastes

-In economics/financial planning, proper use of resources can be taught

The high school principals noted the importance of prayer at the beginning of classes. This is in keeping with the writings of the Congregation for Catholic Education (Rome 1988) which notes that faith which is not fully received, nor entirely assimilated, nor lived faithfully dies quickly.

The religious dimensions of the Catholic school highlighted an understanding of the human person. This understanding revealed the human being as having a dignity and a greatness beyond that of other creatures, a divine origin, and an eternal destiny which transcends the physical universe. This prepared the way for religion teachers to present Christian anthropology.

The religious dimension of the literary world may be found in concrete expressions in every human culture where literature has been closely linked to religious beliefs. Literary works tell of the struggles of societies, of families, and of individuals. Such works come from the human heart, telling of its lights, shadows, hope and despair. The Christian perspective transcends that which is merely human and presents a penetrating criteria for understanding the struggle and mysteries of the human spirit.

Positive science and the technology associated with it are part of the universe created by God. Understanding this encourages an interest in research in many areas. All of these areas bear the imprint of the Creator's wisdom and power. Faith and true scientific knowledge should not be in conflict because both have their source in God.

Question #5

What kind of climate/environment do your effective teachers create in their classroom?

Responses

-Acceptance of students as individuals and positive reinforcement

-Feeling of being at ease

-Atmosphere of openness

-Sense of trust

-Attitude of honesty

-Encouragement of participation

-A learning environment structured to promote success and nurture self-esteem

-An atmosphere where a teacher works towards goals

The Vatican Council stated that the Catholic school should be permeated with the Gospel spirit of love and freedom. Also, that everyone in the school should be aware of the living presence of Jesus, the Master Teacher and perfect one in whom all human values find their fullest perfection. This spirit should be evident in a Christian way of thought and life throughout the school. The climate/environment which the

principals indicated that they expect from effective teachers was in keeping with the Christian climate described by the Vatican Council to be in the Catholic school.

Phase II

Survey Results

A major part of this study the characteristics of effective teachers involved the use of surveys with teachers and principals. Questions were also asked of students and parents. The surveys used with these groups can be found in the appendix.

I. The Teacher Survey

The teacher survey was administered to 239 individuals who teach in elementary and secondary schools in the greater Dayton area. The following are results of this survey:

When the teachers were asked to check the five (5) characteristics that they believed to be the most significant in effective Catholic schools they responded:

#	Percent	
184	77%	Integration of religious values
161	67%	Clear mission statement
152	64%	Atmosphere of trust and openness
116	49%	Opportunities for faith sharing
115	48%	Respect for individuals
108	45%	Christian climate
93	39%	Collaboration of the administration, faculty and staff
85	36%	Academic excellence
63	26%	Dedication to serving beyond school community
54	23%	Discipline
41	17%	Development of the whole child
15	6%	Demonstrate love for children
8	3%	Commitment to serving the local community

The characteristics selected by the teachers as being the most important in an effective Catholic school were all directly related to the mission of Catholic education.

Integration of religious values was significant to 77% of the teachers. Most Catholic educators recognize this as the primary reason for having Catholic schools. This concept was reinforced by almost half of the teachers identifying that good Catholic schools must create an opportunity for faith sharing in an atmosphere of trust and openness in a Christian climate that emphasizes respect for individuals. The teachers also recognized that good schools must have clear mission statements.

Other characteristics of effective Catholic schools identified by teachers were collaboration between the administration, faculty, and staff; academic excellence; service; and discipline.

When teachers were asked, in an open ended question, to identify the primary strengths of their school, they responded:

#	Percent	
98	41%	Cohesiveness of the staff
85	36%	Quality/dedication of staff
61	26%	Cooperation/communication between parents and school
54	23%	Quality of the school administrators
51	21%	Christian community/atmosphere
48	20%	Quality of the programs
22	9%	Quality of the A-V materials and supplies
17	7%	Good teacher/student relationships
10	4%	Individual attention

Seventy seven (77) percent of the teachers believe that the quality, dedication, and cohesiveness of the staff were what made their school excellent. They identified cooperation with parents and the quality of school administrators as being the distinctive characteristic of their effective school. It is extremely important to recognize that the teachers identified the people (teachers, administrators and parents) and what they do as the primary strengths of their schools.

The teachers were asked to check the top 5 forms of recognition and/or reward that they believe would encourage teachers to continue teaching in Catholic schools. Their responses were:

#	Percent	
216	90.4%	Release time for attending workshops, conventions, etc.
195	81.5%	Tuition assistance for graduate work
182	76.2%	Individual recognition for effective teaching
171	71.5%	Cash gift
140	58.6%	Salary increase based on merit
106	44.4%	Appreciation and/or awards banquet
61	25.5%	Gift certificate to a bookstore
55	23.1%	Recognition in the local newspaper
42	17.6%	Gift certificate to a restaurant
22	9.2%	Recognition in the Catholic Telegraph
5	2.1%	Engraved plaque

The teachers clearly expressed three major factors in keeping good teachers in Catholic schools. First, they expressed

that release time 90.3% and tuition assistance 81.5% would be most helpful in keeping teachers. Both of these factors were important to them because they recognize that they are designed to make teachers even better teachers. The second concept was financial reward, cash gifts (71.5%) and salary increase based on merit (58.6%) were rated highly. It is obvious that teachers would like to be paid for doing a worth while job. The third concept was recognition, individual recognition for effective teaching (76.2%) and appreciation and/or award banquet (44.4%) were checked by almost as many teachers as were those items relating to financial reward.

In addition to checking the top 5 forms of recognition, the teachers were asked to rank their choices from 1 through 5 with 1 being the most important. The results this ranking follows:

Rank order	
2.2	Salary increase based on merit
2.4	Tuition assistance for graduate work
2.8	Release time for attending workshops, conventions, etc.
3.1	Cash gift
3.3	Individual recognition for effective teaching
3.4	Engraved plaque
3.4	Recognition in the Catholic Telegraph
3.5	Recognition in the local newspaper
3.7	Appreciation and/or awards banquet
3.9	Gift Certificate to a restaurant
4.2	Gift Certificate to a bookstore

The rank order assigned to the items the teachers checked reinforced that tuition assistance (2.4) and released time (2.8) were of most importance to the teachers. The concept of financial reward, salary increase based on merit (2.2) and cash gift (3.1) was close to their first choice. Individual recognition was indicated as being important but was not ranked as high as the first two concepts.

When the teachers were asked to identify, through an open ended question, the three major forms of recognition and/or rewards that would be most important to them, they responded:

#	Percent	
94	39%	Tuition assistance for graduate studies
86	36%	Released time for attending workshops and conventions
79	33%	Salary increase
51	21%	Individual recognition for effective teaching
49	20%	Tuition reduction for Catholic school teacher's children
45	19%	Cash gift
30	13%	Salary increase based on merit
29	12%	Verbal praise and/or positive feedback
28	12%	Improved benefits
10	4%	Personal days

It is important to recognize that, on an average, teachers on an average identified less than two forms of recognition and/or reward each. The responses that they gave as to the desired forms of recognition and/or reward for themselves were

very similar to those that they gave for keeping good teachers in Catholic schools. Tuition assistance (39%) and released time (36%) were once again identified as the most important areas. Salary increase (33%) cash gift (19%) and salary increase based on merit (13%) were the second most important area followed by individual recognition (21%) and verbal praise and/or positive feedback. A new area, tuition reduction for Catholic school teachers' children was identified by 49 teachers (20%) as being important to them. This area did not surface in any of the other three questions.

The teachers were asked to evaluate the academic quality, religious atmosphere and sense of Christian community of their school. They rated each of these areas on a 5 point scale with 5 being the highest.

	Average responses
Academic Quality	4.4
Religious Atmosphere	4.0
Sense of Christian Community	4.0

From the very high ratings the teachers gave to each of these areas, it is obvious that the teachers believe they are teaching and the students are learning in a religious atmosphere with a strong sense of Christian community.

In a survey that was given to 1,425 parents, one item dealt with the faculty. This item asked the parents to evaluate the faculty of their child's/children's school on a five point scale, with five being the highest. The average response for

this item was 4.23. This means that many parents in the 36 elementary schools and 6 high schools were very pleased with the individuals who are teaching their children.

In a survey of 1,530 students in 36 schools, they were asked to identify all the items that indicated what they like most about the teachers in their school. Their responses were as follows:

#	Percent	
1,117	73%	Helpful
1,071	70%	Friendly
1,025	67%	Fair/just
872	57%	Listening to the students
811	53%	Knowing the students
566	37%	Showing enthusiasm
536	35%	Helping the students learn
520	34%	Setting a good example
382	25%	Giving praise
214	14%	Recognizing students' achievements

It is most impressive that so many students (73%) expressed that their teachers were helpful, friendly (70%) and fair/just (67%). More than half of the students (57%) believe that their teachers listen to them and (53%) know them. These percentages are indicative of the fact that quality instruction must be taking place in the Catholic schools that were involved in this survey. The students' responses were very positive and exceedingly complimentary.

II. The Principal Survey

Finally, 29 elementary school principals completed the survey. In this survey the principals were asked to identify five forms of recognition and/or reward that could be used with their teachers as a means of encouraging them to remain in Catholic education. Their responses were as follows:

#	Percent	
26	89.6%	Tuition remission for graduate course work
25	86.2%	Awards banquet to honor teachers who were selected as effective Catholic school teachers
23	79.3%	Cash gift
17	58.6%	An engraved plaque with a symbol of Jesus, the teacher
17	58.6%	Recognition in the Dayton paper
14	48.3%	Recognition in the Catholic Telegraph
6	20.6%	Certificate from N.C.E.A.
5	17.2%	Gift certificate to a restaurant

The elementary school principals were then asked to give a rank order to each of their choices. The results of this ranking is as follows:

Average rank	# of times chosen first	
2.0	7	Tuition remission for graduate course work
2.1	11	Awards banquet to honor teachers who were selected as effective Catholic school teachers
2.5	6	Cash gift

Average rank	# of times chosen first	
3.2	4	An engraved plaque with a symbol of Jesus the teacher
3.3	1	Recognition in the Catholic Telegraph
3.5	0	Recognition in the Dayton paper
4.0	0	Certificate from N.C.E.A.
4.2	0	Gift certificate to a restaurant

The elementary school principals identified tuition remission for graduate course work and an awards banquet to honor effective teachers as their first and second choices in each case. Recognizing teachers by giving them a cash gift was third while an engraved plaque with a symbol of Jesus, the teacher, was fourth. None of the other suggestions received as much support.

Conclusion

After reviewing all of the data collected in the focus groups and through the use of surveys and questions we have arrived at the following conclusions. These conclusions have been grouped in three areas:

I. Characteristics of Effective Catholic Schools

II. Characteristics of Effective/Successful Teachers in Catholic Schools

III. Recognition and/or Rewards for Effective Teachers

I. Characteristics of Effective Catholic Schools

A. The study reveals five key characteristics of effective Catholic schools as identified by elementary and secondary teachers. They are:

1. Integration of religious values
2. Clear mission statement
3. Atmosphere of trust and openness
4. Opportunities for faith sharing
5. Respect for individuals

B. The primary strengths of effective Catholic schools as identified by the elementary and secondary teachers are:

1. Cohesiveness of the staff
2. Quality/dedication of the staff
3. Cooperation/communication between parents and school

4. Quality of the school administrators

5. Christian community/atmosphere

6. Quality of the educational programs

II. Characteristics of Effective/Successful Teachers in Catholic Schools

The characteristics can be understood best if they are divided into the following categories:

A. Competencies

B. Personal Characteristics

C. Service

1. Within the school
2. Outside the school

D. Integration of religious beliefs/values in the curriculum

E. Climate/environment created by the teacher

A. Competencies

1. As identified by the elementary and secondary teachers.

The most effective teachers:

a) Have knowledge of subject matter and use updated materials

b) Have the ability to model Christian values and morals

c) Are well organized and well prepared

d) Have effective communication skills

e) Understand individual differences, and have respect and love for all children

f) Possess high academic qualifications

g) Have the ability to relate well with children and to be flexible

2. As identified by the elementary principals. The most effective teachers:

a) Know their subject area (s) they are prepared and organized

b) Have appropriate qualifications

c) Have good communication skills and a sense of humor

d) Have flexibility

e) Have the ability to identify and meet individual needs

f) Understand child development

g) Have geniune interest in each student

3. As identified by secondary principals. The most effective teacher:

a) Know their content and prepare for their classes

b) Have good communication skills

c) Pay attention to the uniqueness of individuals

d) Have an awareness of the elements of effective teaching and the ability to implement them in their teaching

e) Have flexibility in dealing with students

f) Have a sense of humor

B. Personal Characteristics

1. As identified by elementary and secondary teachers. The most effective teachers:

a) Are caring, and loving with children and others; they enjoy working with children

b) Are enthusiastic, creative, dedicated, and generous

c) Are patient, compassionate, and empathetic

d) Are understanding, and honest

e) Are flexible, and adaptable

f) Have sense of being, they are fair and just, consistent, even tempered and open to listen

g) Have a sense of humor

2. As identified by elementary principals. The most effective teachers:

a) Have a sense of responsibility, commitment and a generosity of time and energy; they work beyond the call of duty

b) Have a good self-image; a self-concept based on Christian values

c) Have a willingness to learn, a thirst for professional growth and knowledge

d) Have a sense of humor

e) Are creative, innovation and they try new ideas

3. As identified by secondary principals: The most effective teachers:

a) Show enthusiasm

b) Love of students

c) Are able to guide students to achieve and succeed

d) Are honest with students

e) Listens well

C. Model Service

In the School

1. As identified by the elementary and secondary teachers. The most effective teachers:

a) Plan and support service projects with the students

b) Participate in various school activities

c) Give witness as a Christian

2. As identified by the elementary principals. The most effective teachers:

a) Are examples of Christian living

b) Are available after school hours

c) Share their spirituality

d) Are willing to work beyond the norm that is expected

e) Cope with the reality of their humanity

Outside the School

1. As identified by elementary and secondary teachers. The most effective teachers are:

a) Involved in parish ministries

b) Visibly active in parish life

c) Involved in community action

2. As identified by the elementary principals. The most effective teachers:

a) Are an example of Christian living; they respond to the needs of their neighbor

b) Speak loyally of the school at all times and in all places

c) Are visible and active in parish functions and programs

3. As identified by the secondary principals. The most effective teachers:

a) Participate in community projects, e.g., helping the homeless

b) Volunteer assistance in public service programs such as soup kitchens for the poor and homeless

D. Integrate Religious Beliefs/Values in the Curriculum

1. As identified by the elementary and secondary teachers. The most effective teachers:

a) Are role models of Christian values

b) Refer to Christian values/beliefs in teaching; social studies and science

c) Refer to Christian values/beliefs in discussing social problems

2. As identified by the elementary principals. The most effective teachers:

a) Are aware of and use programs such as NCEA's Vision and Values Program in the classroom

b) Model cooperation and acceptance of individuals

c) Model Christian behavior

d) Are an example of fairness and justice in the administration of discipline and school/policies

e) Are living examples of how people can incorporating Christian values in their life

3. As identified by secondary principals. The most effective teachers:

a) Begin class with a prayer, a reading from Scripture, a reflection or meditation on a poem or appropriate passage

b) Communicate with other teachers about what they are teaching

c) Deal with ethical and moral questions concerning human life in subject areas such as science and genetics

d) Discuss various themes relating to Christian values and beliefs as they are expressed in literature

e) Deal with current affairs and the Christian values

E. Climate/Environment created by Effective Teachers

1. As identified by the elementary and secondary teachers.

The most effective teachers:

a) Are accepting and create a warm atmosphere

b) Have self-respect and respect for each individual

c) Are exciting, stimulating, encouraging, motivating and affirming

d) Allow opportunities for discovery

e) Are organized, order, a basic structure, and a sense of purpose

2. As identified by the elementary principals. The most effective teachers:

a) Are warm, accepting, caring, loving, friendly

b) Are positive, cooperative, supportive

c) Create a sense of security - children are not afraid to make mistakes and feel free to ask for help

d) Have mutual respect with others

3. As identified by the secondary principals. The most effective teachers:

a) Develop acceptance and give positive reinforcement to their students

b) Promote a feeling of being at ease

c) Promote an atmosphere of openness

d) Create a sense of trust in their classroom

e) Develop an attitude of honesty

III. Recognition and/or Rewards for Effective Teachers

1. The principle forms of recognition and/or reward that were selected by the teachers are grouped into three areas:

-Professional Development

Tuition assistance for graduate course work

Release time for attending workshops, conventions, etc.

-Financial reward

Salary increase based on merit

Cash gift

-Acknowledgement

Individual recognition for effective teaching

Appreciation and/or awards banquet

2. The principle forms of recognition and/or reward that were selected by the school principals were:

-Professional Development

Tuition assistance for graduate course work

-Recognition

Appreciation and/or awards banquet

-Financial reward

Cash gift

3. The vast majority of the teachers believe that quality education is taking place in the school. (4.4 rating on a 5 point scale)

4. The teachers strongly believe that they are creating a religious atmosphere and a sense of Christian community in their schools. (4.0 rating on 5 point scale)

5. Catholic school parents are very pleased with the performance of the individuals who teach their children. 1,425 parents rated the teacher 4.23 on a 5 point scale. This is an outstanding rating!

6. When 1,530 Catholic elementary school students in 36 schools were asked to characterize their teachers they responded that their teachers were helpful (73%), friendly (70%) fair/just (67%), listen to them (57%) and know them (53%). This is especially impressive when it is noted that the students who responded were 7th and 8th grade students.

7. The following check list was developed from the information that was acquired through this study. The items that are used in the check list were identified as being the most essential characteristics of an effective Catholic school teacher. It can be assumed that the best teachers would possess the majority of these characteristics to a very high degree.

COMPETENCIES

___Understanding of subject matter
___Organizational ability
___Communication skills
___Love children and understand individual differences

PERSONAL CHARACTERISTICS

___Generosity
___Enthusiasm
___Compassion
___Creativity
___Commitment
___Caring and loving attitude

MODEL OF SERVICE

In the school

___Initiate service projects with students
___Participate in school activities
___Available to help students

Outside the

___Participate in parish ministries
___Participate in parish functions
___Participate in community action

INTEGRATE RELIGIOUS BELIEFS/VALUES IN THE CURRICULUM

___Incorporate Christian values in teaching specific subjects, e.g. social studies, science
___Model Christian behavior
___Use a form of prayer at beginning of classes

CLIMATE/ENVIRONMENT CREATED BY EFFECTIVE TEACHERS

___Accepting, warm, caring and loving atmosphere
___Mutual respect
___Stimulating, exciting
___Affirming, positive

It is the conclusion of the writers of this study that the Catholic schools in the Dayton and Miami Valley Area are closely aligned with the Mission of the Catholic Church for Catholic Education. The data gathered substantiates that the schools are meeting the criteria of 1) proclaiming the Gospel message, 2) building community, and 3) providing service as outlined by the bishops' pastoral TO TEACH AS JESUS DID. (1985) In addition, the data supports alignment with the current document by the Congregation of the Faith on Catholic Education. (Rome 1988) This document notes that the Catholic school should create a climate of Christian values in behavior, a Christian way of thought and action, friendliness, and harmonious interpersonal relationships.

The teachers in the Catholic schools that were involved in this study are for the most part creating the kind of climate that is described by the Congregation of the Faith on Catholic Education. Not only are the teachers carrying out this mission of Catholic education very well but also are in step with the current research on effective schools.